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ABSTRACT

Drawing from a variety of reports and studies, this paper underscores the need for cooperative efforts among high schools, community colleges, and universities to assure the academic success of the growing number of underprepared, non-traditional students. The paper first cites the findings of a Carnegie Commission report calling for changes in higher education to meet the remedial needs of low-income, minority students. It then outlines the special problems shared by students participating in a cooperative program undertaken by the University of California at Los Angeles (UCLA) and four neighboring community colleges to help underprepared community college transfer students succeed at the university level. As a means of illustrating the disproportionate number of two-year college students who transfer to universities with skill deficiencies, as well as to emphasize the desirability of including secondary schools in cooperative remedial efforts, the paper then cites the findings of a test conducted to: (1) diagnose the skill levels of freshmen and community college transfer students entering UCLA during 1973-1974, and (2) assess the skills of freshmen entering Rio Hondo College from a California high school district in 1979-80. Finally, the paper presents a model for a cooperative effort among high schools, community colleges, and universities, which would minimize the duplication of remedial activities. (JP)

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COMMUNITY COLLEGES AND PARTNERSHIPS: MOVING BEYOND DIALOGUE FOR THE 1980's

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> Only a fraction of mankinds capacity is being used. The overwhelming bulk of the world's brainpower perishes unused because of totalitarian executions or war activities, because of a poverty-stunted literacy among seven-tenths of the population, and finally because of premature assignment to dulling labor. We are running the world on one cylinder instead of ten (Runes: 1959:12)

INTRODUCTION

This paper will deal with the increasing community college boom, the need to address the special needs of the changing consumer of higher education, and a call for cooperation between institutions.

It is commonly believed that community colleges are for those students who cannot get into other institutions for several reasons: (1) these students cannot afford four year schools; (2) these students are not prepared for the university; (3) these students have no desire to transfer or receive a Baccaulaurate degree; (4) and, it makes it more comfortable for low-income and minority students to attend a community college because of its proximity to home.

While enrollment appears to be leveling off at most four-year institutions-significantly among Anglo students-the community colleges continue to grow with nontraditional students. The advent of veterans, older students, women, low-income, minority students, and bilingual students has placed great pressure on the administration, faculty and counselors, who are faced with the responsibility of servicing this diversity.

With a nontraditional student population some nontraditional procedures and ventures are required. Finding a working definition that adequately serves the input information needs of the community college and the output needs of the student may be the challenge of higher education tomorrow. The opportunity for change exists through a cooperative consortium.

The Carnegie Commission on higher education points to a definite need for change in higher education:

> Higher Education is in a period of conflict and crisis brought on in part by the determination of increasing numbers of young Americans to obtain advanced education. Efforts to meet their needs will be costly, difficult, time-consuming, but they must be made. The challenge for higher education is not how to avoid the crisis. It is, instead, how to emerge from the crisis with institutions of high quality that offer increasing opportunities for education. (Carnegie Commission Report: 1970:I) Emphasis mine

As school systems are effectively desegregated, the university and community colleges must concentrate greater resources in the development of curriculum, in recruiting, and developing learning resource centers for their increasing heterogeneous population.

The Commission in one of its many recommendations clearly identifies the critical need of the low-income and minority student population, this need becomes increasingly evident at the Community College, namely the development of writing and mathematical skills.

> Because of academic and environmental factors associated with low socio-economic status, some students find it extremely difficult to develop the verbal skills that are required both for college entrance and for completion of college courses. Although academic success is also determined by mathematical skills, these too require verbal skills for proper development.

> Experimental programs devoted to a comprehensive effort to stimulate the early development of potential ability should be established and sponsored by institutions of higher education. Programs concerned with remedying verbal and mathmatical skills deficiencies at secondary and higher levels of education should also be developed. (Carnegie Commission: 1970 :9) Emphasis inserted

The Commission recommended the establishment of experimental programs for early verbal skills development to be sponsored and administered by institutions of higher education with active participation from members of the community; and of programs for remedying verbal skill deficiencies at the secondary and higher levels of education. (Carnegie Commission: 1970:9)

The State of California (SB164) has recognized the need for additional resources in setting up the Extended Opportunity Program:

> . . .that the California community colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit;...regardless of economic, social and educational status. It is the intent and purpose of the legislature to encourage local community colleges to establish and develop programs directed to... those students affected by language, social and economic handicaps, to establish and develop services, techniques and activities directed to the recruitment...and their retention in community colleges and for stimulation of their interest in intellectual education and vocational attainment. (Gleazer:1973:33)

There is no overt or covert attempt to disrupt the educational quality of the Community College. However, we can not continue to duplicate and waste our available resources. For example, if the community college student engages in English preparatory courses in

his institution, but upon transferring discovers this disability at the university. The output result is obvious; that student will find it difficult to persist in the system. It would be easier to alleviate the problem at the two year institution. But this must be done by combining the universities manpower, brainpower and resource with that, of the two-year institutions. An example of this cooperation can be found in a former Consortium arrangement between UCLA and four Community Colleges.

OVERVIEW OF THE CONSORTIUM: A MODEL

The Southern California College Consortium composed of UCLA and four Los Angeles Community Colleges--Compton College, East Los Angeles College (ELAC), Los Angeles City College (LACC), and Pasadena City College (PCC), --submitted a proposal to the Office of Education in 1971 for a broadly based cooperative program which would provide a range of specialized services to increase both the opportunities available for low-income and minority students to complete a college education and the number of students able to avail themselves of such opportunities. As a result of the grant funding, educational opportunities were extended to 249 consortium transfer students admitted to UCLA in the Fall of 1971 and 300 consortium students chosen for transfer to UCLA in the Fall of 1972.

This innovative consortium program has increased the flow of culturally different students from the community college into the University. The program has addressed itself--except 1973 to those students who would normally be considered inadmissable for university entrance because of low scholastic achievement and/or lack of transferable credits, but who demonstrated a learning motivation which

suggests they have the potential to succeed at the University (Luna: 1974:154).

PARTICIPANTS IN THE CONSORTIUM

Cooperatively, UCLA and the four community colleges have pooled their manpower, brainpower and resources to attack some of the problems of this student. In a small group discussion with fifty community college students the following anxieties and frustration were increasingly voiced as being the most prevalent problems for them as transferring students:

1. The community colleges frequently do not provide students with an accurate indication of the academic expectations and rigors of the University environment; consequently, these students, as they become exposed, develop a lack of confidence and fear of failure at the University.

2. Many students coming from low-income communities possess hostility toward the "educational establishment," in part based on their previous lack of success experiences in the academic area.

3. Students from this group were constantly burdened with difficult financial problems, either they didn't receive enough, or received their grants late. These problems detracted from their ability to devote full attention to academics at the University.

4. Many of these students suffered from a lack of educational and career direction. They had vague vocational goals, and a lack of understanding of existing professional opportunities.

5. The move on the part of this student from the-somewhat-protective community college environment to a large and relatively impersonal institution such as UCLA is usually accompanied by a dibilitating fear of the unkown.

SYSTEM COOPERATION: A NEED

These discouraging comments supports further the concept of a system approach to educational programs. The concerns exhibited touch on the academic and counseling need for the low-income and minority student.

It has become increasingly evident that institutions of higher education will have to coordinate their efforts to better serve the student and provide equal educational opportunity.

High on the priority lists of community colleges must be improved services for the increasing minority student. These services must be developed together so as to eliminate further waste of money, and duplication of preparatory curriculum at the University. The community college must not perceive itself in the shadow of the University. According to Gleazer, despite all its growth, community colleges still stand in the shadow of the University. He points out that:

> Students and faculty play their roles within the community college system. The college, in turn, is part of a state system of post-secondary education. At the state level there is evidence of inappropriate organizational relations between the community colleges and universities. (Gleazer: 1973:46)

The public will no longer tolerate fragmentation of services, claims Gleazer. He goes on to say that:

> Other states have made it clear: important as the public now considers college work and expensive as it has become for state and local jurisdictions, unnecessary duplication of efforts by the student will not

> be condoned. An implicit mandate exists for the higher education community to work out its own voluntary relationships lest state agencies on the legislatures intervene (Gleazer: 1973:57).

THE COMMUNITY COLLEGE TRANSFER: IN NEED

Todays research corroborates that of the past decade. Specifically, two year college students differ considerably from four year students. The consortium students have the same characteristics. Most are from predominately low-income and minority backgrounds, come from predominately ethnic high schools, receive less academic direction, are therefore, less self-directed, and are less likely to complete college. In addition, while most attend predominately minority and low-income community colleges, they continue to be the recipients of instructors, counselors and administrators, who are predominately Anglo. The belief that a change in the latters composition will affect achievement may not be valid; however, it is valid when you consider the change in approach and attitude that may arise in working with this student. More to the point, however, the disproportionate number of students in two-year colleges who transfer with basic skill handicaps. is in many ways, to be expected. Community Colleges provide access to higher education and do it well. However, they cannot be expected to correct a problem that was not handled at the elementary or secondary level. A transferring student was usually assumed to be prepared to compete once he arrived at UCLA, therefore, many of the programs have been geared more toward the freshmen student.

Through the Consortium the responsibility of assisting these students is with the University. In 1973-74 diagnostic testing was conducted on all new incoming freshmen and community college transfer students. Table 1 indicates that of the transfers from the consortium and other community colleges examined in English 133 of 259 tested or 51% scored into the Academic Advancement English level.* Of the 332 freshmen tested, 175 or 52% scored into AAP English level.

In mathematics,** the figures were 80% or 191 of 230 scored into AAP from the two-year schools, for freshmen 55% or 153 of 277 scored at this level respectfully. When examined, the figures show that 68% require some form of academic supportive help if they are to pursue a degree at the university. These figures are significant when you consider the difference between the two groups-especially in English-namely that the two-year transfer had completed at least English 1A at their two-year institution. (See table 11)

It is interesting to note that this group of students were classified as regularly admissable to the university if they were freshmen, most with college prep courses, and meeting A-F patterns requirements. The Community College transfers were regular admissable based on rigid criterion, namely, a 2.4 G.P.A., 56 transferable units, and less than two high school subject deficiencies.

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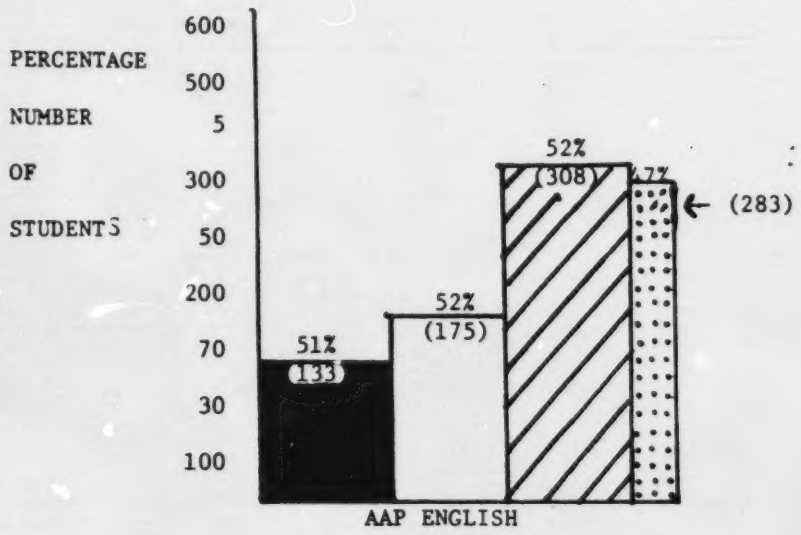
* A pre-subject examination consisting of both objective and written parts. Jointly developed, administered, and graded by AAP and Subject A Instructors for consistency.

** A pre-mathematics 1A examination consisting of common problems of Basic Mathematics; Algebra; and Calculus. Jointly developed, administered and graded by AAP and Mathematics Instructors for consistency.

TABLE I

COMMUNITY COLLEGE AND FRESHMEN

ENGLISH RESULTS 1973-74

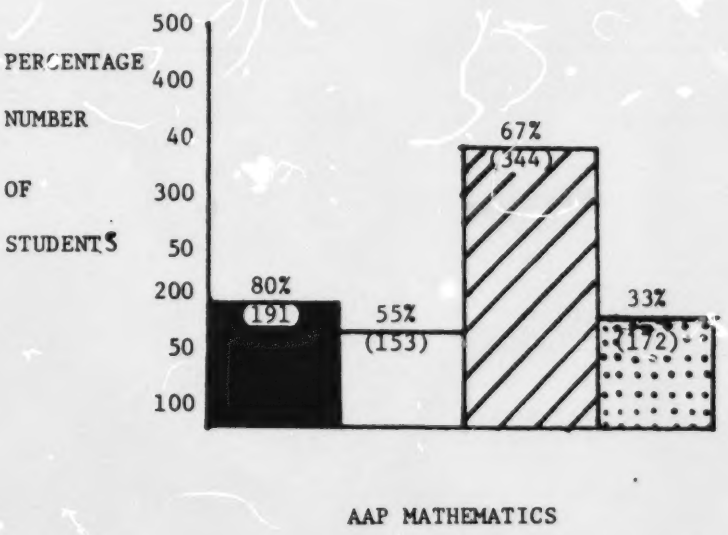


			Total Tested
■	Community College	= 133	259
□	Freshmen Student	= 175	332
▨	Total AAP Combined	= 308	591
▩	Total Scored Into University Subject A or English I	= 283	

TABLE II

COMMUNITY COLLEGE AND FRESHMEN

MATHEMATICS RESULTS 1973-74



			Total Tested
■	Community College	= 191	230
□	Freshmen Student	= 153	277
▨	Total AAP Combined	= 344	507
▩	Total Scored Into University Math IA Or Higher	= 172	

During the Fall and Spring, 1979 -1980 semesters, diagnostic testing was done on 245 new incoming Freshmen from the Whittier Union High School District. Tests were administered in the same areas as those of the consortium students at UCLA.

In English, 195 or 79.5% scored into the pre-subject A level, or the equivalent of English 50 at Rio Hondo Community College. It is interesting to note that only 50 or 20.5% tested into the English 1A level.

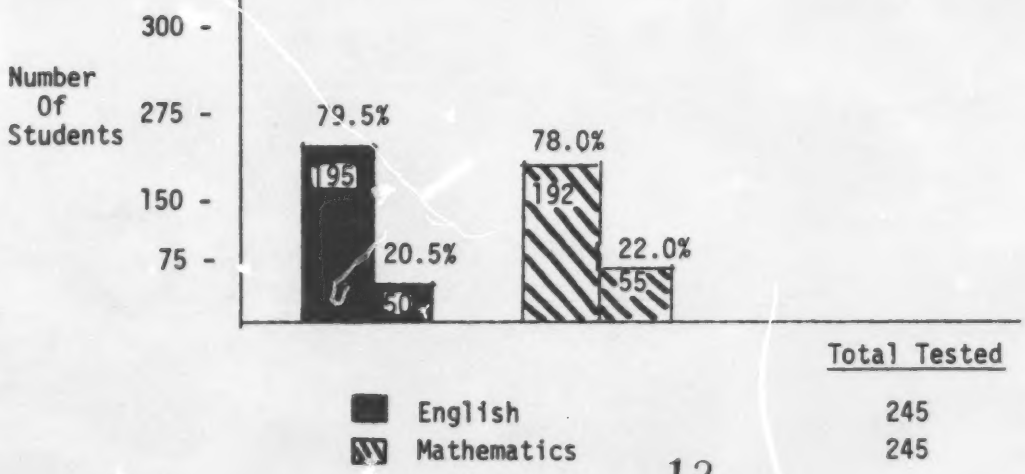
In mathematics, the results indicate that 192 or 78.0% of the group tested scored into a level equivalent to Basic Arithmetic Review at Rio Hondo College, while 55 or 22.0% were not able to complete the examination. (See Table III)

While it is obvious that the sample is too small, it is evident that significant policy changes have to occur at all levels of education. It is still premature, but legislation like the Hart Bill on Proficiency Graduation standards for secondary school districts may have to be explored at the community college level.

TABLE III

RIO HONDO COMMUNITY COLLEGE
FRESHMEN ENGLISH AND MATHEMATICS RESULTS

FALL/SPRING 1979-80

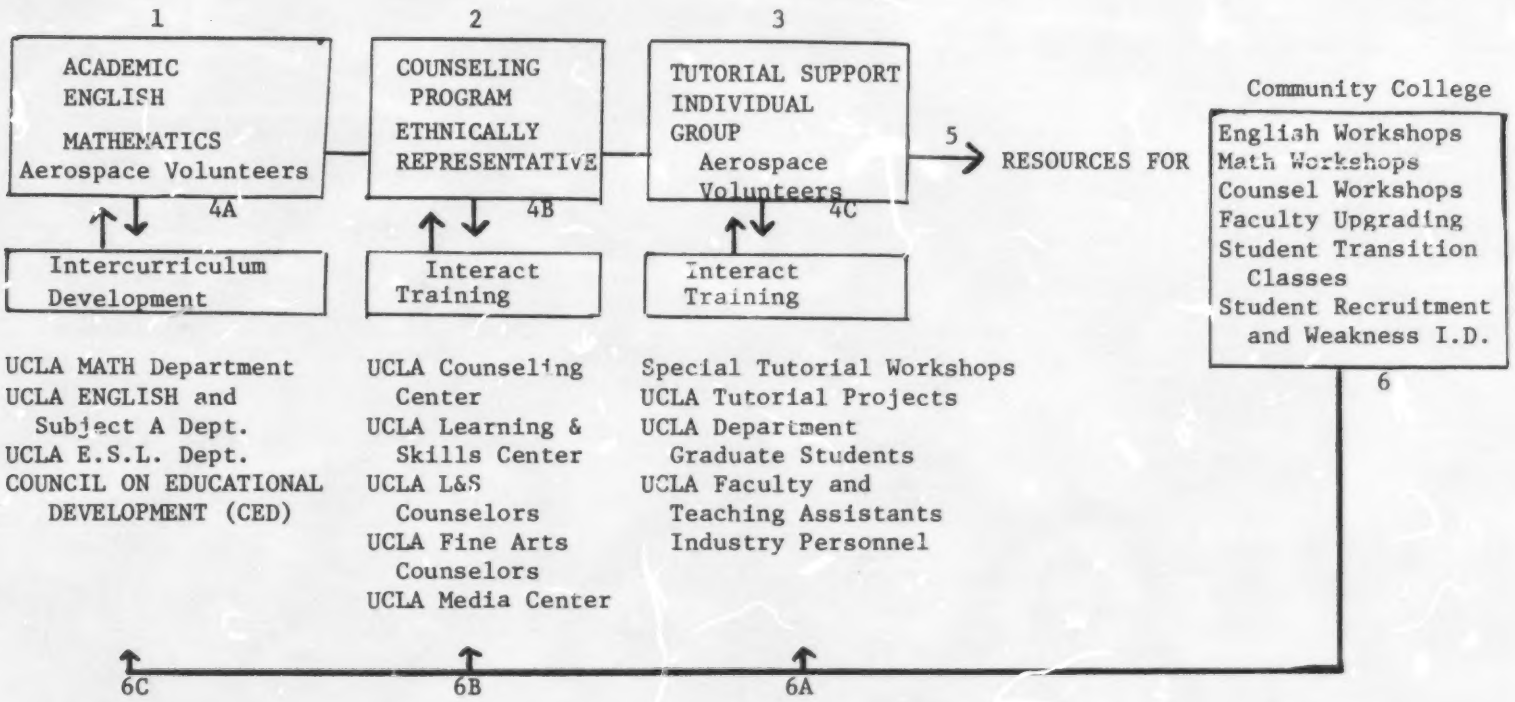


RECAPITULATION

In a period when the efforts of higher education seem to be enticing the community college student, and in light of the trend to recruit into the university regular admissable students, the grim facts are that even this group of students can no longer be taken for granted. This student does have needs, academic as well as personal. Unfortunately, his basic skills appear to be inadequate for the University. Its easy to dismiss the problem, and let one continue on his own. However, reality tells us that this student will continue to feel frustrated with the impersonal and largeness of the university; that he'll continue to feel the financial squeeze; that he'll take longer to graduate--if not completely drop-out, and finally that he'll be taken for granted.

Naivete will not allow me to believe that this will change this student's position. However, if a change in expectations and if academic problems can be attacked jointly, the output product can only be a more comprehensive program for all these students, and eventually a better mechanism to identify, correct, modify, and retain this student in higher education.

The community colleges can not continue to be the shadow of the University. The institutions are interrelated, and a system approach to problem-solving at this level, provides policy-makers at both institutions the opportunity to provide an alternative to the often heard concept of EQUAL EDUCATIONAL OPPORTUNITY .



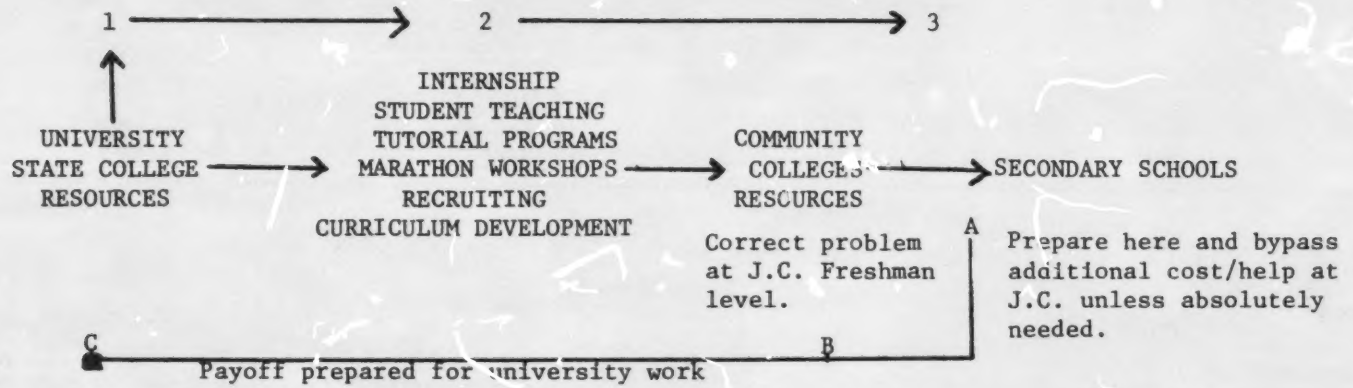
1. Full-time lecturers needed with teaching assistants and aerospace engineer volunteers.
2. Full-time Counseling Center staff and counseling interns needed.
3. Full-time Tutorial Center Coordinator, 50% graduate, undergraduate, and aerospace volunteers.

4A Communication has to be opened between the academic departments, university counseling units, and
B university tutorial centers. This would open both systems and facilitate communication to improve
C on all service areas to the low-income and minority student.

5. Improvement of these service areas would make it possible to feed into the community colleges the expertise and knowledge of the university system for program development at the community colleges.

6A The students entering the university would be better equipped to deal with the university environment
B and its academic demands.
C

Figure VI-1. Interacting Components of a Model Entry Program for Low-Income and Minority Students.



1.a. University could provide student teaching/internship program to community colleges. Both university and community college faculty would be involved in developing curriculum and other activities. This would relieve manpower shortage at two-year school, out student ratio, and allow for concentrated skills building program for those diagnosed in need.

2. a. Community colleges would provide the supervision at their campus level.
   b. Coordinator would be employed to operate the system, would be placed at the community college level.

3.a. Community college could then provide their resources to the secondary schools, by using 2-year students.

A-B-C represents typical steps of progression, if there is no interference.

1-2-3 represents feedback benefits to schools utilizing student intern for teaching and other supportive service.

Figure VI-2. A Model for Instructional Cooperation, Four- and Two-Year Colleges: A Systems Approach.

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